INTERNSHIPS IN HIGHER EDUCATION: IMPLICATIONS AND RESEARCH

SYNOPSIS

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SECTION 1

1. Introduction:

Internships give students real-world experience in their field of study. Internships help students explore and improve their careers. It allows the company to develop talent, introduce new ideas, and even build a pipeline for full-time hires. Internships give students unique abilities and save employers money (Galloway, Marks, &Chillas, 2014; Holyoak, 2013; Maertz, Stoeberl, & Marks, 2014). Stretch and Harp (1991) define an internship as “controlled experiential learning where a student earns academic credit while employed by an organisation in a chosen area of interest”. If they are more definite about their career goals and academic interests, an internship can help students apply what they are learning in "real world" settings, gain additional professional experience, and start building a network of individuals in areas they are interested in. (O'Neill,N., 2010). Through apprenticeship/internship, students can develop problem-solving, creative thinking, digital skills, teamwork, soft skills, leadership, communication, good attitude, interpersonal skills, and more (Divine,2006; Zenobia, 2018; Maskooki, Rama, &Raghunandan, 1998; Perry, 1989; Raymond, McNabb, & Matthaei, 1993). This apprenticeship/internship experience will greatly improve the employability of general-stream students and provide a long-term cross-functional link between education and industry/service sectors, helping the industry recruit high-quality workers. Internships in fields that require complex problem-solving may be included in university courses, according to researchers, in addition, teachers need to understand the subject content and classroom dynamics (Bromme, 1994; Korthagen &Kessels, 1999; Seeger, Voigt, &Waschescio, 1998). Doctors must understand how many diseases are social and psychosomatic thus, education in these disciplines must incorporate experiential learning, communication skills, and the ability to address real-world problems (Kolb, 1984), This approach affects engineering, business, law, medicine, and teacher education departments today (Langdell, 1887). An internship is a terrific way for students to establish their professional identities, experience environmental concerns in complex real-world situations, and acquire job market-relevant learning methodologies. Internships are advanced organisers (Ausubel, 1969). Internships help students gain industry-ready skills. In India, it is preferred to give internships

in professional courses only, so in this research, the researcher wants to find out how internships will help other disciplines (**Arts, Sciences, Social Sciences, Humanities, etc**.) and non-professional courses of higher education students improve their skills and employability. The researcher will identify the challenges and reach out to stakeholders **(Universities, faculty, students and management, Enablers from the industry, and other organizations**) to find solutions and try to find out the active linkage between industry and academia. As a way to give students real-world experience and prepare them for their future professions, collaboration, and linkage between enablers (such as industry, government, or non-profit organisations) and academic institutions for internship Programs arere becoming more and more prevalent.

Increasing industry-academia collaboration, fostering recruiting, enhancing students' practical skills, and improving the relevance of academic programmes are just a few of the numerous ways that this partnership may be advantageous to both parties. The term "active linkage between academia and industry" refers to the collaboration and interaction that takes place between academic institutions (such universities and research institutions) and industries (companies and organisations operating in a variety of fields). This connectivity is essential for promoting the transfer of information, stimulating innovation, and tackling difficulties that are relevant to the real world. The following are some essential features of the dynamic linkage between the academic world and the business world. Intensive interactions between businesses and academic institutions, such as universities and research institutes, bring together different expertises from different innovators.

These interactions are frequently argued to be advantageous for innovation performance and for maintaining economic growth (Jaffe (1989) and Anselin et al. (1997)). Earlier research in this field suggests that the academia-industry linkages utilised by firms for their innovation activities may vary across industries, organisational characteristics of firms, and business and legal environments (Bekkers and Bodas Freitas, 2008).

1.1 Internship:

An internship is a professional learning opportunity that provides students with relevant, hands-on work related to their field of study or career interest. Internships allow students to explore and advance

their careers while gaining new skills. It allows the company to foster talent, introduce new ideas and vigour, and perhaps even establish a pipeline for future full-time employees. Dictionary.com defines an internship as "any official or formal programme that provides practical experience for novices in an occupation or profession." **(www.dictionary.com).** Internships are typically defined as "organised and career-relevant work experiences gained by students before graduation" According to researchers **(Maskooki, Rama, &Raghunandan, 1998; Perry, 1989; Raymond, McNabb, & Matthaei, 1993),** projects and internships can help students become more marketable by fostering the development of essential skills such as critical thinking and oral and written communication and by providing them with the practical experience that many employers seek in recent graduates.

1.2 The global aspect of internships

Beginning at the University of Cincinnati in 1906, internship programmes have existed for more than a century, university programmes that prepare students for careers as high school teachers or construction engineers in countries such as Germany, Switzerland, and the United States need an internship,today, 94% of business schools offer some form of the internship programme, but just 6% mandate students to participate **(Weible, R.,2009).** According to research undertaken at universities in the United States, about 90 percent of institutions offer students some type of internship or work-related learning experience for academic credit **(Cook, Parker, and Pettijohn 2000; Gault, Redington, and Schlager 2000)**. Internships are so popular because they give opportunities that benefit students, employers, and schools. Internships benefit students because professional work experience increases their marketability and enables them to develop skills that would be difficult to acquire in the classroom. Internships benefit firms by offering risk-free access to potential future employees, and they benefit schools by developing their ties to the business community. (**Divine et. al.,2006**). As the significance of globalisation increases, many American corporations are expanding internationally, and the number of foreign companies operating in the United States is increasing. Consequently, understanding international business practices is becoming increasingly important for future possibilities. Working abroad, even temporarily, is frequently the best way to acquire these skills. Even if a student does not wish to work abroad permanently, the skills he or she gains abroad

can be applied to positions in the country. The IT industry organisation in the United Kingdom, e Skills, established a student placement programme in 2010, students in computers, IT, business, and other fields at British universities were matched with organisations ranging from IBM to small enterprises that could only accept one student. Students gained a variety of business, interpersonal, and technical skills through placement. (**Galloway et al., 2014**). While most colleges continue to offer only one internship, Botho College in Botswana has gone above and above by providing students with two internships, this helps students to identify their weaknesses during their first internship and develop them through tutor-led, individualised coaching sessions,this is believed to prepare students for their second internship, as a result of the influence of the first internship and the empowering support sessions, some employers realised that second internship trainees were of a higher caliber, All graduates must complete an internship programme to acquire the necessary employment skills **(Subramanian et. al., 2012).** Based on Galloway Business, hospitality, and healthcare academic programmes frequently include internships as essential elements, nonetheless, the use of internships in the STEM (science, technology, engineering, and maths) fields has increased **(Galloway et al., 2014).** Waterloo is also using co-op learning which is giving experiential learning to the students with the class learning.(Co-op and experiential learning | About Waterloo (uwaterloo.ca)

U.S. Department of Labor organisation that encourages the use of on-the-job training and associated technical instruction in which workers learn the skills required for certain jobs; assists in the development of training programmes and advises employers on the use of various programmes; founded in 1937; headquartered in Washington, D.C. **(Apprenticeship and Training, Bureau of - Students | Britannica Kids | Homework Help)**

1.3 Internship in India:

To keep pace with the rapid transformation of the Indian economy, a huge number of individuals with comparable skills, experience, and abilities would be required. Applied learning and internship opportunities will be in great demand to meet the needs of a labour market that is dynamic and fiercely competitive. Consequently, an internship becomes a vital component of a student's life. Approximately 38.5 million students are currently enrolled in higher education in India, including Business

Management. According to **AISHE**, there is a significant increase in the number of colleges and universities, and the enrollment rate is also rising.

Table 1: Higher Education Expansion in India

Year	Number of universities	Number of colleges	Enrolment (Millions)	GER (%)
1950-51	27	578	0.2	-
1960-61	49	1819	0.6	1.5
1970-71	102	3277	2.0	4.2
1980-81	132	4577	2.8	4.7
1990-91	185	6627	4.4	5.9
2001-02	260	11146	8.8	8.1
2011-12	621	34908	28.5	19.4
2016-17	864	40026	35.7	25.2
2017-18	903	39050	36.6	25.8
2018-19	993	39931	37.4	26.3
2019-20	1043	42343	38.5	27.1

Data Source: AISHE (https://aishe.gov.in/)

According to Researcher the widening gap between education and employment is one of the most pressing problems facing the nation today, there is a huge skills gap between college graduates and the requirements of the job, typically, those who seek technical or professional courses in higher education find employment or position fast, whereas that with a degree in the humanities must wait for a very long time, to give our students with the necessary skills for a prosperous future, researcher requested to close this skill gap, despite possessing highly esteemed degrees and qualifications, the majority of young people are underemployed or unemployed, corporate campuses and university campuses are diverging into two separate universes. The labour and value sectors are rapidly diverging. Therefore, unorthodox thinking must be encouraged to improve the effectiveness of the teaching and learning process and to increase student skill levels, (**Dr. Rakesh Bharti,2022).** This apprenticeship/internship experience will considerably boost the employability of students in the general stream, as well as establish a long-term cross-functional link between education and industry/service sectors and aid the industry in getting high-quality labour. In recognition of this requirement, the 2020'21 Budget Statement called for the development of Apprenticeships)/ Embedded Degree/Diploma Programs to enhance the employability of students in the general stream. **(https://www.ugc.ac.in/pdfnews/9105852 UGC-guidelines ApprenticeshipInternship.pdf)**

According to the NEP,2020, the 2030 Sustainable Development Goals of the United Nations aim for full and productive employment as well as decent labour; hence, NEP (National Education Policy) 2020 focuses on providing high-quality education and promoting chances for lifelong learning for all**,(http:// NEP 2020 – Innovate India (mygov.in)**. By 2040, India's primary and secondary education systems will have experienced a considerable transition because of the new policy, which supersedes the 1986 National Policy on Education. The NEP 2020 requires significant reforms in both K–12 and higher education to prepare the next generation for success and competition in the new digital age. Due to this, the text places a strong emphasis on interdisciplinary, digital literacy, written communication, problem-solving, logical reasoning, and job exposure. **(www.digitallearning.eletsonline.com**). NEP 2020 is a vital step in adapting the educational ecosystem to the continuously shifting needs of employers. The NEP aims to empower youth through the set of vocational, marketable, and entrepreneurial skills taught at various stages of training and education for all disciplines. Soon, the youth of India will no longer be jobseekers, but rather job-creators. **(Dr. Rakesh Bharti, June 2022, DailyExcellent.com)** As the world becomes more interconnected, Global Citizenship Education (GCED) will be implemented as a response to contemporary global challenges to enable students to become aware of and knowledgeable about global issues, as well as active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. As part of holistic education, students at all HEIs will be offered internships with local industries, businesses, artists, craftspeople, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that they can actively engage in the practical side of their learning and thereby increase their employability. **(NEP 2020, Ministry of Human Resource Development, Indian Government)**

Several universities in India, such as DEI, Bits Pilani, SIT, etc., are already engaged in experiential learning. Those following co-op, practice school, or summer training provide pupils with experiential learning.

1.4.1. Benefits of internship: Numerous research papers have explored the advantages of student internships for students and businesses, but relatively few have examined the advantages internships

may provide for educational institutions. The creation and distribution of a questionnaire to 619 deans of all business programmes in the United States. Overall, 29% responded. The data indicate that some universities are benefiting from internship programmes. 87% of respondents stated business schools felt a stronger connection to the community, and 81% of respondents said internships affected their reputation. **(Weible, R., 2009).**

According to Zenobia Ismail's 2018 research, the following benefits of internships are highlighted for both interns and host organisations:

1. Interpersonal skills are valued by employers, and interns are viewed as requiring less socialisation and training to acclimatize to the workplace (Holyoke, 2013).
2. Internships aid in the development of soft skills including professionalism, confidence, and self-efficacy.
3. According to UK IT interns, improving technical and problem-solving skills involves a combination of classroom education and on-the-job training (Galloway et al., 2014).
4. Internships were notably beneficial for developing the creativity, teamwork, and communication abilities of IT interns (Galloway et al., 2014).
5. While internships reduce the likelihood of obtaining a graduate degree, they increase the likelihood of employment (Saniter&Siedler, 2014).
6. Earnings are enhanced by internships (Gault, Leach, &Duey, 2010).
7. Internships provide organisations with valuable labour at a fair cost (Maertz et al., 2014). Employing interns can save employers money on hiring and training fees (Dobratz, Singh, & Abbey, 2014).
8. There is little evidence that internships promote professional networking and knowledge sharing, but internships have the potential to do so. Interns who join professional communities are more likely to share knowledge if they receive assistance from knowledgeable mentors who can help them integrate (Holyoak, 2013).
9. Internships can boost a student's self-efficacy and confidence, which is particularly beneficial for future entrepreneurs (Dobratz et al., 2014; Elarde& Chong, 2012).

Zenobia (2018) found many competencies are acquired through internships. 1. technical skill, 2. marketing skill, 3. financial skill, 4. problem-solving skill, 5. communication skills, 6. creativity, 7. teamwork, 8. management of others, 9. customer-facing skill, and 10. entrepreneurial skill.

1.4.2. Challenges: While internships can provide many benefits to students and industry partners, several challenges need to be addressed by universities and other stakeholders. Some of these challenges include:

1. **Limited availability**: A study by Frantz and Benn (2017) found that there were limited internship opportunities in certain industries, particularly in emerging fields such as renewable energy. This can make it difficult for universities to provide students with relevant and meaningful work experience.Yadav and Bhattacharyya (2015) found that there were limited internship opportunities in India, particularly in certain industries such as engineering and technology. This can make it difficult for students to gain relevant work experience and develop the necessary skills for employment.
2. **Resource constraints:** A study by Healy and Welch (2016) found that universities faced resource constraints in developing and implementing internship programs. This included challenges such as limited funding, staff time, and administrative support. Bapat and Mathew (2019) found that resource constraints were a key challenge for internships in India. This included challenges such as limited funding, inadequate infrastructure, and lack of administrative support.
3. **Quality assurance**: A study by, Bowes, Harvey, and Hesketh (2015) found that ensuring the quality of internships was a key challenge for universities. This included challenges such as developing appropriate assessment and evaluation processes, ensuring that students were learning relevant skills, and providing appropriate supervision and support. Bapat and Mathew (2019) also found that ensuring the quality of internships was a key challenge in India, including challenges such as inadequate supervision, lack of feedback and assessment, and poor alignment with academic learning goals.
4. **Equity and accessibility**: A study by Yorke and Knight (2006) found that access to internships was limited for students from disadvantaged backgrounds, who may face barriers such as financial

constraints, lack of access to networks and industry connections, and discrimination. This can make it difficult for universities to provide equal opportunities for work experience. Sarma, Baruah, and Sarma (2020) also mentioned that access to internships was limited for students from disadvantaged backgrounds in India, particularly those from rural areas. This can perpetuate existing social inequalities and limit employment opportunities.

5. **Coordination and communication**: A study by Barber and O'Mahony (2017) found that effective coordination and communication between universities and industry partners was essential for the success of internships. However, this can be challenging due to differences in organizational cultures and priorities, as well as logistical challenges such as distance and scheduling, Shukla and Mukherjee (2016) found that effective coordination and communication between universities and industry partners was a major challenge for internships in India.

   This included challenges such as a lack of awareness about the benefits of internships, a lack of industry engagement, and difficulty in matching students with relevant internship opportunities.

Overall, these studies highlight the complex challenges facing universities and enablers in the context of internships, and the need for innovative solutions to address these challenges and these studies highlight the complex challenges facing internships in India. These may include developing partnerships with industry, increasing funding and resources for internships, improving quality assurance measures, promoting equity and accessibility, and improving coordination and communication between universities and industry partners.

There are some **university or institutional challenges** also for providing internships to students:

1. **Limited resources**: As mentioned earlier, limited resources can be a significant challenge for promoting innovation and entrepreneurship in academic institutions. Several studies have identified funding constraints, infrastructure, and staffing as major barriers to success. For example, a study by Matsumoto and Fujiwara (2019) found that funding constraints were a significant barrier to innovation at universities in Japan. In another study, Atkinson et al. (2019) found that the lack of technology transfer offices at smaller colleges and universities in the United States limited their ability to support faculty members in commercializing their research.

Additionally, a study by Brem et al. (2016) highlighted the importance of dedicated staff in promoting entrepreneurship education at universities in Germany.

2. **Diversity of disciplines and responsibilities**: The diversity of disciplines and responsibilities within academic institutions can pose challenges to promoting innovation and entrepreneurship. A study by Moberg and Svensson (2019) found that differences in disciplinary cultures and values can make it difficult to build interdisciplinary collaborations, which are often necessary for successful innovation and entrepreneurship. Similarly, a study by Kraatz and Block (2008) found that disciplinary boundaries within academic institutions can create barriers to collaboration and innovation.
3. **Limited industry partnerships**: Partnering with industry is often criticized for promoting innovation and entrepreneurship in academic institutions.

   However, limited industry partnerships can pose a significant challenge to success. A study by Wiggins et al. (2018) found that limited industry engagement was a major barrier to innovation in rural areas of the United States. In another study, Sweeney et al. (2018) found that universities in Australia faced challenges in engaging with industry partners due to differences in values and priorities.
4. **Academic credit and evaluation**: Providing academic credit and evaluating the outcomes of innovation and entrepreneurship programs can be challenging for academic institutions. A study by Bruneel et al. (2015) found that many universities struggle to provide appropriate academic credit for entrepreneurship education, which can create disincentives for students to pursue entrepreneurial activities.

These are the challenges found by the researchers which are the barrier to providing internships.

1.5. Other terms

The additional internship includes apprenticeship, experiential learning, learning-by-doing, skill development, and employability. Let's talk about these terms.

1.5.1. Apprenticeship: An apprenticeship is a training program where an individual, known as an apprentice, learns a trade or profession from a skilled professional, known as a mentor, through a

combination of classroom instruction and hands-on work experience (Department for Education and Skills, 2007). Apprenticeships have been widely recognized as an effective way to promote workforce development, reduce youth unemployment, and fill skills gaps in various sectors of the economy (Cedefop, 2018; Quintini, 2014). Apprenticeships have been found to offer several benefits, such as providing individuals with practical skills and experience, enhancing employability, and increasing earnings potential (Fazackerley, 2017; Hillage, 1998; Wolter, 2013). Additionally, apprenticeships have been shown to have a positive impact on employers, such as improving productivity, reducing recruitment costs, and enhancing staff retention (Cedefop, 2018; Wolter, 2013).

1.5.2. Experiential Learning: Nonetheless, designers and users of experiential learning systems utilise and adopt the learning dynamics that are embedded in the process dimensions more consciously and deliberately. This emphasis on process strives to generate learning and comprehension from both the "what" and "how" of the instruction or training. (Hoover, J. D., 1974 March). When compared to classroom and lecture-based learning, experiential learning is typically regarded as a distinct form of learning from experience. This idea is supplied by Keetan and Tate (1978).

1.5.3. Learning by doing: Learning by doing has been a guiding philosophy for millennia. Plato, Thomas Hobbes, English and Spanish epigrammatists, Karl Marx and Mao Zedong, cultural anthropologists, Maria Montessori, John B. Watson, and B. F. Skinner are among its numerous proponents. It has numerous forms, including discovery against instruction, practical experience versus booklearning, the practice-theory-practice dialectic, and evidence through practice (Reese, H. W.,2011).

1.5.4. Skill development: The aptitude and capacity to perform complex activities or work duties involving people, things, or concepts, which have been acquired via deliberate, methodical, and consistent effort (interpersonal skills) (www.igi-global.com). Regarded as a distinct form of skill, with the connotation of a relatively specific skill that is advantageous in a specialised situation or associated with the usage of a specialised asset (Sanchez et al., 1996).

1.5.5. Employability: According to Lee, employability is a learning process rather than a "product," as it consists not only of a collection of skills but also of a variety of experiences and characteristics

acquired via advanced education. Soft skills, generic skills, 21st-century skills, generic traits, transferable talents, generic competencies, and holistic competencies are common terms used to describe employability skills. Chan at the University of Hong Kong uses the term holistic competencies to refer to a range of generic skills (such as critical thinking, problem-solving skills, and positive values and attitudes, such as resilience and appreciation for others) that are essential for students' lifelong learning and overall development (Chan, Fong, Luk, & Ho, 2017, Chan & Yeung, 2019).

1.5.6. Enablers: Enablers are defined as ‘capabilities, forces, and resources that contribute to the success of an entity, programme, or project’ by the New Shorter Oxford Dictionary (1993, p. 812). BusinessDictionary.com defines enablers as 'capabilities, forces, and resources that contribute to the success of an entity, programme, or project.' Key enablers are the entrepreneurial approach of industry/ community partner's preparation of stakeholders, proactively engaged students, scope clarity, leadership support, and a broader range of industry and community partnerships, (KAY, J., FERNS, S., RUSSELL, L., SMITH, J., & WINCHESTER-SEETO, T. H. E. R. E. S. A. (2018), Local Government (Municipal), Miguel C. Moreira, 2020. Some studies highlight the importance of enablers such as industry partnerships, funding and resources, academic support, quality assurance measures, and equity and accessibility initiatives for the success of internships. (Yorke and Knight (2006), Blackwell, Bowes, Harvey, and Hesketh (2015), Jackson (2013), Healy and Welch (2016)).

1.6. Need of the study: Numerous researchers have shown that internships play an important role in bridging the gap between academic and professional education, in addition to assisting students in the development of their abilities and offering opportunities for continuous education (Galloway, Maks, and Chillas, 2001; Holyoach, 2013; Saniter& Seidler, 2014; Verghre et al., 2012; Hurts & Good, 2010), they are beneficial to universities and the business sector.

As a result, Indians sought to welcome the new modifications and educate themselves on the challenges posed by their implementation as well as the potential solutions for internships in all higher education programmes. As a researcher, one of the goals is to determine what opportunities and challenges exist in the realm of internships because, shortly, these experiences will be necessary for all

types of classes that are designed to promote employability. This is because it is the requirement of the current scenario, and the government is currently attempting to devise new approaches to the reform of educational policy. Every year, hundreds of graduates of HEIs enter the ranks of the unemployed. Multiple factors contribute to the unemployment of graduates.

Some causes, such as limited employment availability and an unsteady economy, are beyond our control, while others are not. One of them is the gap between the abilities and experiences that fresh graduates possess and those that the labour market demands (ThiyazanQubati, Kamal Tamim, 2021). Internships allow students to apply the skills they acquire in the classroom and provide them with real-world experience that cannot always be replicated in the classroom (Elarde&Chong, 2012), and help them solve difficulties (Mart et al., 2014, Green et al.,2011). The United States, the United Kingdom, Canada, Australia, and Greece have a lengthy history of internship schemes (Holyoak,2013, Jackson,2018, Long Xing&Main,2018). The internship programme at universities is a useful recruitment tool for students and a link between academia and industry (Hurst &Goal, 2003). Internships are the finest opportunity to apply academic knowledge to the workplace or develop practical experience and skills.

According to the literature review, internships are typically offered to students participating in professional programmes such as management, information technology, technical, medical, legal, hospitality, tourism, and teaching, but not to students in other higher education streams like art, science, social sciences, and humanity, etc. In contrast to individuals who graduate with a degree in the arts, college students who study technical or professional courses are frequently employed or quickly placed (Rakesh Barti, 2016).

Currently, most graduates and more than 80 percent of graduate students in India have no work experience and have no idea what would be expected of them once they enter the labour market (Kapoor,2018).

Since it is stated in the National Education Policy 2020 that India wishes to promote experiential learning, it has mandated that all higher education courses include an internship.

SECTION -2

2. Literature Review

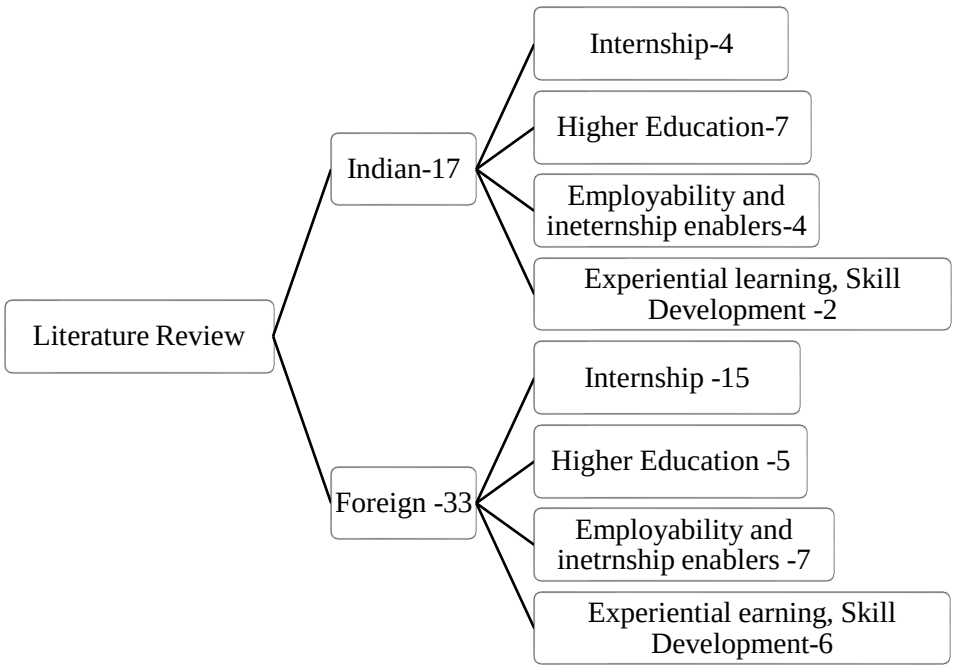

Figure 1. Literature-Map (researcher construed)

2.1.1. Internship

Dr. Vimal Kumar (2022), Internships and training can give students real-world work experience and research skills. Mentors help students evaluate their skills. To learn more, students study different subjects.

Z.Ismail (2018), Internships teach soft qualities like professionalism, cultural sensitivity, time management, and ethics that are rarely taught in academia.

Knouse, et al. (2008), even while internships were related to career-focused work, Callanan and Benzing did not find that internships boosted students' job confidence. Interns were kept in the employment pool longer than those without internships, an intriguing side benefit.

Gault et al. (2000), found that interns might negotiate higher compensation and job satisfaction in their next positions. Taylor (1988) found that interns with more autonomy had better careers. Molseed, Alsup, and Voyles (20H3) also found that employers considered problem-solving skills to be the most valuable internship skill.

The UGC has developed these Guidelines for Higher Education Institutions to Offer Apprenticeship/Internship Embedded Degree Program for Integrating Apprenticeship/Internship in Generate Degree Programs Offered by Universities to Make Fresh Graduates Employment-Ready for Necessary Knowledge, Competencies, and Attitude. These concepts will enable an embedded degree programme with industrial and academic interaction and an apprenticeship or internship.

2.1.2. Internship for professional disciplines

Gad, et al. (2020), Tourism education encourages tourist growth. To meet industry requirements, it ensures a consistent supply of top-notch talent. To match students' academic experience with employers' demands, most academic tourism and hotel firms provide internship programmes. Internships are currently required in most hospitality programmes worldwide. Internships offer real-world job experiences to students interested in discovering or enhancing professional abilities. Internships are short-term opportunities to gain experience and apply for theoretical courses. Students should be able to join a company through their internship. The internship agenda's effects on students' knowledge, attitudes, and skills are examined in this study. Internships in the tourism and hospitality business have pros and cons, and this article discusses how they affect students' motivation to work in this field. Tourism and hotel students from nine Egyptian public universities comprise the study's demographic.

Galloway (2014), IT students can learn business, employability, and commercial awareness through internships. Internships help IT organisations find new talent.

Weible. R (2009),the poll found that just a small percentage of the 95% of institutions that offered internships actively promoted them. Internships can attract students in a time of declining enrollments due to their favourable effects on the school's image and its role in economic growth. Support methods and programmes are needed to keep business school internship programmes large.

2.1.3. Internship for other disciplines or non-professional

Saniter&Siedler (2014), used regression analysis to determine the association between internships and employment outcomes in a large German university student survey. Outcomes: 73% of graduates stated their jobs matched their academic qualifications, and 72% felt they had enough responsibility.

An internship increased full-time job prospects by 4%. Therefore, internships are a route to the job market. An internship did not lead to a permanent job or to working for someone else rather than on your own. Participants in internships were less likely to go to college. An internship decreased the likelihood of starting a Ph.D. Programme by 4%. Internship experience lowered the likelihood of unemployment in the first year after college. An internship raised earnings by 9–13%. (Saniter&Siedler, 2014, p. 22). Five years after graduation, student internships increased wages by 6%. In a similar line, Gault et al. (2010, p. 78) found that US-based interns made 17% more money two to three years later than those who did not participate in such programmes.

Hurst et al. (2010), In the US, internships are common, and they're spreading to the UK (Holyoak, 2013). Three out of four US college students sought internships in 2004, up from the 1980s. Internships help bridge the gap between college and the workforce. In Germany, 55% of college students have done an internship in the past year. For this study, tertiary education institutions and corporations created internship programmes to give students real-world learning experiences. Internships help universities recruit students and foster industry-academia relationships.

2.1.5. Skill development, experiential learning:

Kong (2021), Positive psychology's incorporation into education has increased classroom engagement. Motivation, which is linked to classroom participation, also affects academic success. According to the constructivist perspective, experiential learning (EL) improves education's value by building skills and experiences. The current review considers how EL affects students' motivation and classroom participation by examining its history and ideas. Then, academic authorities' use of findings is assessed.

Zenobia Ismail (2018) wrote that interns learn customer service, professionalism, teamwork, and interpersonal skills. Students gain confidence, self-efficacy, and communication abilities. Experienced interns get jobs and earn more (Saniter&Siedler, 2014). IT internships give students real-world experience that prepares them for self-employment and develops their entrepreneurial skills (Varghese et al., 2012).

Maertz (2014), Internships give students real-world experience. Interns can work faster and better

handle workplace responsibilities. Students can also apply classroom skills through internships.

Sternberg&Zhang (2014), Kolb developed the EL paradigm in 1984 to balance information gathering and utilisation. It stresses experiential learning and evaluates pupils based on earlier experiences.

Holyoak, (2013), Internships teach soft qualities like professionalism, cultural sensitivity, time management, and ethics that are rarely taught in academia. Experiential internship programmes can also improve student comprehension, attitudes, opinions, and intentions toward entrepreneurship and small company.

2.1.6. Employability and Internship Enablers and Inhibitors;

Kelly, and Karanxha (2019), researched the impact of internships on the employability of college students. Internships were found to be favourably associated with students' perceived employability as well as their actual employment results, according to the authors. The study also discovered that the quality of the internship experience, such as the level of supervision and feedback, was a significant predictor of employability results.

Saunders, and Bamber (2012), studied how internships help graduates acquire employment skills. The researchers discovered that internships were successful in helping students develop a variety of employability skills, including problem-solving, cooperation, and communication. The length and caliber of the internship experience were also determined to be crucial elements in the development of these skills, according to the study.

Zhou et al. (2017), "Building Bridges between Industry and Academia: a collaborative approach to cybersecurity education." This study describes a collaborative approach to cybersecurity education that incorporates business and academic partnerships to ensure that students obtain relevant and up-to-date training.

Internship Enablers:

Industry partnerships: Industry partnerships can be a key enabler for internships, providing access to relevant work experience and industry networks. A study by Blackwell, Bowes, Harvey, and Hesketh (2015) found that partnerships with industry were a critical success factor for internships.

Funding and resources: Adequate funding and resources can help to support the development and implementation of internship programs. A study by Healy and Welch (2016) found that funding was a key challenge for internships, highlighting the importance of adequate resources for success.

Academic support: Academic support can help to ensure that internships are aligned with academic learning goals and provide meaningful learning experiences. A study by Jackson (2013) highlighted the importance of integrating classroom and workplace learning to ensure that students apply theory to practice.

Quality assurance measures: Quality assurance measures can help to ensure that internships meet learning objectives and provide valuable work experience. A study by Blackwell, Bowes, Harvey, and Hesketh (2015) found that developing appropriate assessment and evaluation processes were critical for ensuring the quality of internships.

Equity and accessibility initiatives: Initiatives aimed at promoting equity and accessibility can help to ensure that all students have equal opportunities for work experience. A study by Yorke and Knight (2006) found that access to internships was limited for students from disadvantaged backgrounds, highlighting the need for initiatives to promote equity and accessibility.

Internship Inhibitors:

Financial Barriers: Many studies have highlighted the financial challenges faced by students in accessing internships, particularly unpaid internships. Research Wolfgram, et al. (2021) found that financial concerns, including the need to cover living expenses and the opportunity cost of unpaid internships, were significant inhibitors for students.

Socioeconomic Factors: Research by Wolfgram, et al. (2021) has shown that students from disadvantaged socioeconomic backgrounds face additional barriers in securing internships. Limited access to networks, lack of connections, and limited resources can hinder their ability to find and participate in internships.

Information Asymmetry: Studies by Wolfgram, et al. (2021) and emphasize the importance of information dissemination for internships. Lack of awareness about available opportunities, limited access to internship postings, and insufficient guidance from academic institutions can inhibit students

from pursuing internships.

Academic Constraints: Several studies have pointed out the academic obligations and constraints that can hinder students' participation in internships. For example, research by Agarwal, P. (2006), found that heavy coursework loads, inflexible academic schedules, and limited flexibility within the curriculum can make it challenging for students to fit internships into their academic calendars.

Limited Availability and Competition: Research by Wolfgram, et al. (2021 and Agarwal, P. (2006), highlights the competitive nature of internships. Limited availability of internship positions relative to the number of students seeking them can create intense competition, making it difficult for some students to secure internships.

2.2. Research gap:

After doing a literature analysis, the researcher found that there is a vast amount of research done on internships in other countries, the majority of which focuses on internships associated with professional courses and very little on those associated with other fields of study. However, if talking about India, the internships are provided in professional courses only. According to the literature review, there is a gap found where hardly any research is done on providing internships in all disciplines and its challenges. This contrasts with the situation in many other countries, such as the United Kingdom, the United States of America, Australia, Canada, and Greece, where they are concentrating on internships in every vertical of higher education.

There are a variety of additional problems and obstacles that prevent higher education institutions, students, and internship facilitators from successfully implementing internship programmes. Hence the researcher would like to study the challenges faced by higher educational institutions in implementing internship programmes in professional and non-professional programmes.

SECTION -3

3.1. Objectives:

1. To assess employability preparedness as an outcome of skill improvement during the internship.
2. To determine the active link between industry and other organizations as enablers and academia as internship recipients. (Hurst & goal, 2003, www.ugc.com)

3. To investigate the obstacles associated with integrating the internship programme into the higher education system.

3.2. Hypothesis

Hypothesis 1: Internships help students to gain industry-ready skills.

Hypothesis 2. Integrating internship programmes into the curriculum of professional and non-professional courses presents various obstacles for educational institutions.

Hypothesis3.Facilitators of internships and educational institutions alike are benefiting from the availability of more direct ways to communicate with one another.

3.3. Conceptual Framework:

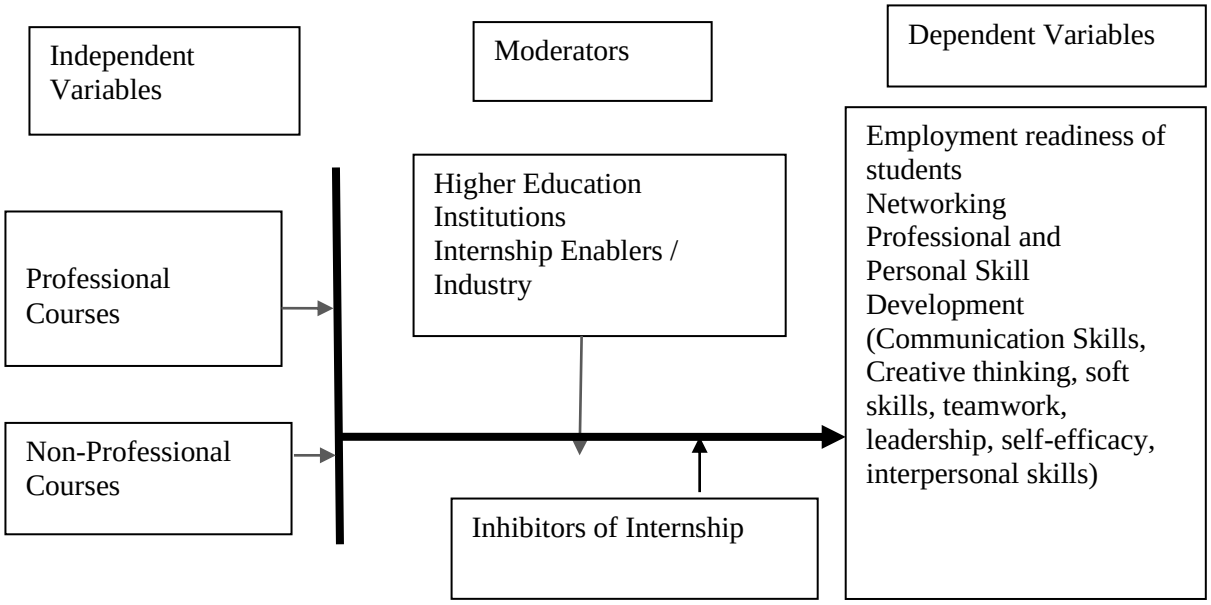

Figure .2 Conceptual Framework (Researcher construct)

SECTION -4

4. Research Methodology

4.1. Research Design: The research will be descriptive and analytical.

4.2. Sampling Frame: Delhi region has 34 universities (central, State, deemed and autonomous) that are governed by UGC.

Table: 2 Universities in Delhi

Type of Universities	Delhi (No. of Universities)	New Delhi (No. of Universities)
Autonomous	1	4
State	2	8
Deemed	0	12
Central	0	7
Total	3	31

(Data Source: https://en.wikipedia.org/wiki/Category:Universities_and_colleges_in_Delhi)

The researcher considered the location of New Delhi for collecting the sample.Central universities are selected in New Delhi. The selection of Central universities as the sampling frame is since the national education policy NEP 2020 mandates internships for all undergraduate programmes at UGC governed institutions. In introducing internship programmes, these universities experience certain difficulties. Therefore, the researcher thought about carrying out research at central universities. For this purpose, the researcher will select three central universities according to suitability.

4.3 Primary Sources of Data: The primary Data would be collected from HEIs (Centraluniversities) from the New Delhi region.

4.4 Secondary Sources of Data: from Journals and papers, Books, Blogs, Periodicals, Websites, NEP 2020 documents, and other online resources covering the present study as secondary sources.

4.5 Data collection Techniques: Data collection technique would be purposive.

4.6 Data Collection Tools: this will be through in-depth interviews and questionnaires.

4.7 Sampling Unit: The sampling unit will be teachers and students of three central universities in New Delhi.

4.8 Sample size.

Slovin's formula is used to determine the sample size:

n-N/(1+Ne2), where

n=The sample size

N=The Population Size

e=The margin of error (0.05%)

as a 95% confidence level is taken

Population = (Student Population -281983+ 21762 Teacher Population = 3,03,745)

(Source of Population Data: www.ceicdata.com, Higher Education Profile 2019-2020

by Government of India Ministry of Education, www.education.gov.in)

n=303745/ (1+303745*(0.05)2)

=399.47= 399 (Sample Size)

In survey research, Slovin's formula is widely used to compute the sample size required to obtain a representative sample of the population.

The calculation assumes that the population is big and that the sampling is random.

The final sample size should give precision within the required margin of error and confidence level.Slovin's formula was first introduced by **Henry Slovin** in his article "Sampling Techniques" published in the Journal of Farm Economics in 1960.

4.9. Sample size explanation:

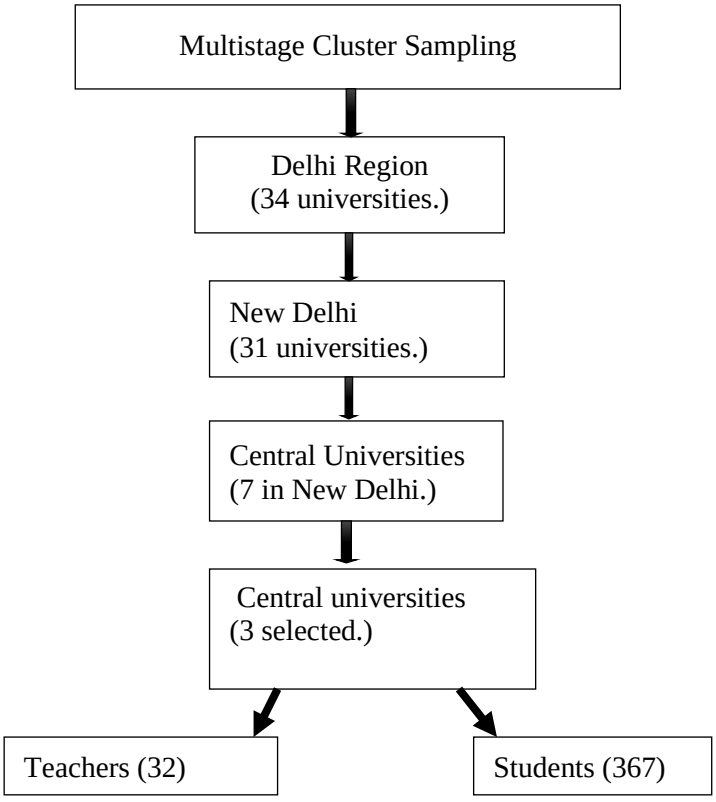

Figure.3 Multistage Culture Sampling (Researcher construct)

The sample will be drawn from three Universities out of 7 central universities in New Delhi according to the suitability of the objectives. The sample size of 399 will be divided into two stakeholders,

Teachers, and students. The ratio of the students and teachers according to the ratio of teachers to students mentioned in the list of universities is 92:8. Hence for this study, the sample size will be 98% of students i.e., 367 of 399 and teachers 8% i.e., 32 of 399 will be chosen for the study. (Data Source: https://en.wikipedia.org/wiki/Category:Universities_and_colleges_in_Delhi)

In-depth interviews with 10 Enablers from different sectorswill be picked according to accessibility.

4.10. Statistical Tool for Analysis: descriptive statistics, correlation, ANOVA, regression, and qualitative tools will be used.

Descriptive statistics to summarize and describe the main features of a dataset,

Correlation coefficients to measure how strong a relationship is between two variables,

ANOVA, or Analysis of Variance, is a statistical technique to compare the means of two or more groups to determine if there are statistically significant differences among them.

Regression analysis is a statistical method to model and analyze the relationship between a dependent variable and one or more independent variables. It helps to understand how changes in the independent variables are associated with changes in the dependent variable.

Managerial Implications:

Internships can have a variety of managerial implications for businesses, including talent acquisition, employee development, employer branding, diversity and inclusion, succession planning, innovation, and cost-effective resource management. In terms of talent management, organisational culture, innovation, and overall performance, organisations that effectively design, implement, and administer internship programmes can derive significant benefits. Internships provide students with exposure to the industries they are entering, allowing them to make more informed career decisions. Internship initiatives are viewed as an essential addition to the undergraduate curriculum and play a crucial role in preparing students for the workforce. Internships can provide students with feedback, which guides their future education and career development. Internships improve the reputation and visibility of academic institutions, thereby increasing their capacity to recruit students. Internships are most beneficial from a learning perspective when they are supervised by a faculty member at the host school. For the plan to be successful, it needs backing from top management as well as direct

supervisors and mentors. Hosting interns requires a financial commitment from the host organisation, including time spent on supervision. Internships are an excellent way to provide practical training and work experience for individuals who are new to a particular industry. Depending on the discipline or industry, internship programs can offer various benefits for companies. In professional disciplines like recruitment and talent acquisition, internships can help evaluate potential employees and identify talented individuals who may be hired in the future. Internships allow for skill development, training and mentorship while promoting a positive work environment. Employers can also enhance their employer branding by providing a great internship experience for their interns. In non-professional disciplines, internships can benefit companies by augmenting their workforce, promoting diversity and inclusion, fostering high-potential internships, and skills enhancement. Creating a positive experience for interns can help produce a workforce that is better equipped to handle a variety of tasks and challenges.

Chapter Plan of the Thesis

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Findings and Analysis of Data

Chapter 5: Conclusion & Suggestions

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Annexures

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